DOCUMENT RESUME

ED 160 838 08 CE 018 133

AUTHOR	Gunderson, Margaret Stanton; And Others
TITLE	Comprehensive Career Guidance. Competency Rating Scale Manual. Grades 5-6.
INSTITUTION	Georgia State Dept. of Education, Atlanta.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	V0244-VZ
PUB DATE	77
GRANT	G007500339
NOTE	102p.; Not available in hard copy due to reproducibility problems; For related documents see CE 018 130-144, CE 018 146-147, CE 018 150, CE 018 152, CE 018 154, CE 018 157-158, CE 018 161, CE 018 163, and CE 018 339
AVAILABLE FROM	Vocational Education Materials Center, Room 124, Pain Hall, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia 30601 ($2.00)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Behavior Rating Scales; *Career Awareness; *Career Development; *Career Planning; Consumer Education; Educational Objectives; Elementary Education; Elementary School Guidance; Fused Curriculum; Grade 5; Grade 6; Guidelines; *Interpersonal Competence; Measurement Techniques; Occupational Guidance; *Performance Criteria; Skills; Student Evaluation
IDENTIFIERS	*Georgia Comprehensive Career Guidance Project

ABSTRACT

Presenting a set of guidelines for grades 5 and 6, this teacher's manual is one in a set of three competency rating scales which provide guidelines for the infusion of career guidance concepts into the elementary school curriculum. These rating scales were developed by the Georgia Comprehensive Career Guidance Project (Final Report, CE 018 130) which organized the career guidance needs of students in kindergarten through grade 6 under three domains: interpersonal effectiveness, work and life skills, and life career planning. These domains encompass thirty comprehensive goals which are divided into developmental objectives and in turn further reduced to the specific competencies on which the scales are based. (The complete listing of domains, goals, and objectives is appended to this document.) The manuals are organized developmentally so that comparisons can be made between individuals or between groups. The use of the competency rating scales is described in this manual under the following sections: organization of skill level criteria; skill level criteria for grades 5 and 6; opportunities for rating students; examples of test situations; the rating scale (degree of proficiency); the rating form; and detailed directions for rating students. Examples of the student rating form and the developmental profile and suggestions for the use of the information obtained through the scales are also included. (Rating scales for grades K-1 and grades 2-4 are found in ERIC documents CE 018 131 and CE 018 132, respectively.) (BM)

ED160838

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GRADES 5 - 6

COMPREHENSIVE CAREER GUIDANCE COMPETENCY RATING SCALE MANUAL

CE 018 133

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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GEORGIA CAREER GUIDANCE PROJECT
ELEMENTARY SCHOOL

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The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education and Welfare under Grant # G007500339. The opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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COMPREHENSIVE CAREER GUIDANCE

COMPETENCY RATING SCALE

RATER'S MANUAL

Developmental Level 5-6

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CE 018 133

COMPREHENSIVE CAREER GUIDANCE
COMPETENCY RATING SCALE
RATER'S MANUAL

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INTRODUCTION

PURPOSE

The purpose of the Competency Rating Scale is to provide guidelines to teachers for the infusion of career guidance concepts into the daily school curriculum in a developmentally sound manner. A familiar analogy to a rating scale is the daily process a teacher might use in judging a child's reading skills:

Does the child know the vocabulary in today's story?
Does the child know the meaning of the story?
Can he/she name the characters?
Can he/she state the main idea?

It may seem overwhelming to be asked to add more to the curriculum; actually, career guidance concepts are being taught by teachers whenever they encourage communication between students, stress the importance of study skills, discuss work roles, and dozens of other things teachers do every day with students.

The Competency Rating Scale is merely an attempt to organize the things students need to know to be effective people. When used as suggested, it should be a valuable tool in allowing any teacher to be a better teacher; it is a way of organizing and keeping track of the skills each student has developed in nonacademic areas, what students need to learn, and what they have already learned. It is organized developmentally so that the comparison of individuals with peers is easy; comparison of one group with another is also encouraged.

The Competency Rating Scale is <u>not a test</u>. It is a set of guidelines for use by a teacher. It has been left flexible to allow the individual

teacher or rater to devise his or her own performance indicators to determine a child's level of development in career guidance skills. Examples of activities or situations in which a child's performance might be observed are contained in the Guidance Activities section of the Comprehensive Career Guidance materials.

COMPONENTS

TheCompetency Rating Scale consists of a Rater's Manual for each grade grouping, K-1, 2-4, and 5-6 and a Cumulative Student Folder which is designed to follow each student throughout his/her school career.

Each Manual contains sections describing the criteria for rating the students' skill level by Competency, use of the Student Rating Form, how to rate the students, suggestions for use of the information obtained through the Scale, and an Appendix containing all of the Goals and Objectives for kindergarten through sixth grade.

The Cumulative Student Folder contains the Student Rating Form and the Developmental Profile. There are three sets of color-coded Student Rating Forms, one for each grade grouping K-1, 2-4, and 5-6. The K-1 is on green paper, the 2-4 on yellow, and the 5-6 on blue paper. The Developmental Profile consists of a three section fold-out, one section for each Domain.

A BIRDS-EYE VIEW OF THE ORGANIZATION

The Georgia Career Guidance Program organizes the career guidance needs of students in kindergarten through grade six under three main domains:

Interpersonal Effectiveness Domain

Work and Life Skills Domain

Life Career Planning Domain

The student needs are stated in 30 comprehensive goals. Nine goals cluster under the Interpersonal Effectiveness Domain, 11 under the Work and Life Skills Domain, and 10 under the Life Career Planning Domain.

Each goal is divided into Developmental Objectives. These are a break-down of the elements of each Goal. They are categorized by grade groupings, K-1, 2-4, and 5-6. Here is an example of a Goal, a Developmental Objective, and grade grouping categories:

I. Interpersonal Effectiveness Domain
   A. Human Relations Skills: Behavior Affects Behavior
      Goal: The students will be able to recognize that their behavior toward others affects others' behavior toward them.
      1. Actions Affect Behavior
         Developmental Objective K-1: The students will be aware of the various interpersonal relationships in their lives.
         Developmental Objective 2-4: The students will understand the different types of responses they use in interpersonal relationships.
         Developmental Objective 5-6: The students will be aware of how their actions affect the behavior of others.

         Note: the complete listing of Domains, Goals, and Objectives may be found in the Appendix, pages 78 to 90, of this Manual.

Each Developmental Objective has been further reduced to specific Competencies or performance objectives. An example of a Competency for the Developmental Objective K-1 stated above is:

'define interpersonal relationships.

The Competencies or performance objectives specify the behavior on which the child is rated. Each Developmental Objective is reduced to several Competencies; a child's average performance on these indicates his/her skill level on that Developmental Objective.

THE RATER
AND
RATING SCHEDULE

WHO SHOULD USE THE COMPETENCY RATING SCALE

The Competency Rating Scale is used to determine the skill level of students on the Developmental Objectives that are related to the Goals of Career Guidance set forth by the Georgia State Department of Education.

The person who uses the Competency Rating Scale to evaluate a student's skill level should necessarily be someone who is involved with the student on a daily basis. The rating may be a year-long process. The logical person to do the rating, then, would seem to be the classroom teacher, in most cases. In team teaching situations, the teachers will need to decide at the beginning of the school term which students each will be responsible for rating.

WHEN SHOULD THE COMPETENCY RATING SCALE BE USED

The Competency Rating Scale is designed to be used in one of two ways; it may be used at both the beginning and end of the school year or it may be used only at the end of the school term.

In the first case, when it is used at the beginning and end of the school year, a prerating and a postrating provide the maximum information to the current teacher and to the future teacher of the student. The prerating can guide the teacher in planning experiences for the class to enhance the areas where students seem to be incompetent in career guidance skills. The postrating would provide the current teacher with some indication of growth and might enable him/her to revise teaching strategies

for the following year. The postrating would also provide the future teacher of the student with a recent opinion on the status of the student on the career guidance skills. It would allow him/her to make plans for teaching before the beginning of the school term. In the case where the Competency Rating Scale is used only at the end of the school year, it is considered to be a postrating and has the same properties as the postrating described above.

The Competency Rating Scale Form should be completed for each student on one of the two schedules described above for each school term, kindergarten through sixth grade. The time involved for the rater will probably not exceed two days; the process of assessing skills continues throughout the year, however transfer students or those repeating grade levels will require some special consideration.

In the case of the transfer student, especially one transfering from a school where the Competency Rating Scale has not been used, and thus where there is no previous rating for the child, the rater should prerate the student. This should be done only AFTER the child has adjusted to the new school environment and the rater has had an opportunity to observe the child. The rating can aid the teacher in deciding how the new student compares to classmates on the skills rated and in determining any curriculum adjustment that might need to be made for this child.

In the case of the child who is repeating a grade level, the rater merely needs to acquire a second Student Rating Form for the grade level

repeated. The years should be recorded on it to show that the student repeated. The same Developmental Profile chart may be used; the new profile can be completed in a different color of ink or lead. The appropriate school year should be noted beside the rating.

Note: Use of the Developmental Profile is fully explained on page 65.

HOW TO USE THE COMPETENCY RATING SCALE

HOW TO USE THE COMPETENCY RATING SCALE

This part of the Rater's Manual is divided into several sections with the intent of providing complete information in an easy-to-use format.

The sections are:

1. Organization of the Skill Level Criteria
2. Skill Level Criteria
3. Opportunities for Rating Students
4. Example of Test Situations
5. The Rating Scale: Choosing a Degree of Proficiency
6. The Rating Form
7. Directions for Rating Students

ORGANIZATION OF THE SKILL LEVEL CRITERIA

The following section is an outline of the Goals, Developmental Objectives, and Competencies for the 5-6 developmental level. The Goals and their Developmental Objectives and Competencies cluster under three Domains: Interpersonal Effectiveness, Work and Life Skills, and Life Career Planning.

The Competencies are really performance objectives or behavioral criteria for the assessment of the student's skill level at a given Developmental Objective. All of the Developmental Objectives and Competencies have been written to agree with the difficulty hierarchy of acquiring knowledge found in B. S. Bloom's Taxonomy of Educational Objectives, Handbook I: Cognitive Domain.

Bloom divides the Cognitive Domain into the following hierarchy of major stages:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

The chart below presents the stage of cognition emphasized at each grade level in the Competency Rating Scale. Only the first two stages are emphasized at these grade levels.

The first stage, Knowledge, and the second stage, Comprehension, are both used in the 5-6 Developmental Objectives and Competencies. Awareness is the term used in the Developmental Objectives to denote the Knowledge state of learning. Such behavioral terms as define, describe, identify, know, list, and recognize are used in the Competencies of the Developmental Objectives at the Knowledge stage.

The following definitions may be of use to the rater in both understanding the intent of the Developmental Objective and in knowing what to look for in rating students on Competencies.

> Knowledge as defined here includes those behaviors (. . .) which emphasize the remembering, either by recognition or recall, of ideas, material, or phenomena. The behavior expected of the student in the recall situation is very similar to the behavior he was expected to have during the original learning situation. (. . . .) The process of relating and judging is also involved to the extent that the student is expected to answer questions or problems which are posed in a different form in the [evaluation] situation than in the original learning situation (Bloom, 1956, P. 62).

DEFINITIONS

1. Define : explain the nature of something or make the meaning of something clear through statement or discussion.

2. Describe : tell in words how a person looks, feels, or acts, or how a place, a thing, or an event looks.

3. Identify : recognize as being a particular person, or thing; prove to be the same as something else.

4. List : orally or in writing, relate a series of names, numbers, words, or phrases.

5. Recognize: remember something as having been seen or known or heard before.

Understand is the term used in the Developmental Objectives to denote the Comprehension stage of learning. Such behavioral terms as compare, contrast, explain, give examples, illustrate, interpret, and match are used in the Competencies of the Developmental Objectives at the Comprehension stage.

These definitions may be useful to the rater:

[Comprehension:] That is, when students are confronted with a communication, they are expected to know what is being communicated and to be able to make some use of the material or ideas contained in it. The communication may be in oral or written form, in verbal or symbolic form, or (. . .) it may refer to material in concrete form as well as to material embodied on paper.

Although the term "comprehension" has been frequently associated with reading, e.g. reading comprehension, the use to which it is being put here is a somewhat broader one in that it is related to a

greater variety of communications than that encompassed by written verbal materials. (. . . .) Comprehension [though] is not made synonymous with complete understanding or even with the fullest grasp of a message. Here we are using the term "comprehension" to include those objectives, behaviors, or responses which represent an understanding of the literal message contained in a communication (Bloom, 1956, p. 89).

DEFINITIONS

1. Compare : find out or point out how persons or things are alike and how they are different.
2. Contrast : show differences when compared or put side by side.
3. Explain : make plain or clear; tell the meaning of; tell how to do; state the cause of; give reasons for.
4. Give Examples: make clear through appropriate stories or comparisons.
5. Illustrate : make clear or explain by stories, examples, comparisons.

SKILL LEVEL CRITERIA

Developmental Level
Fifth Through Sixth Grades

Note: The # sign before any Developmental Objective indicates that there is a complimentary activity in the Guidance Activity section of the Comprehensive Career Guidance materials.

DOMAIN: INTERPERSONAL EFFECTIVENESS

A. Human Relations Skills: Behavior Affects Behavior

The students will be able to recognize that their behavior toward others affects other's behavior toward them.

1. Actions Affect Behavior: The students will be aware of how their actions affect the behavior of others.

The students are able to:

- recognize how their actions affect the emotions of others.
- recognize how their actions affect the decisions of others.
- recognize how their actions affect the conduct of others.
- recognize that the effectiveness of an action is determined by the type of response they receive from others.

2. Relationship Between Actions and Responses: The students will be aware of the relationship between actions and responses.

The students are able to:

- define action.
- define response.
- recognize the following relationship between action and response: an action occurs, the person "thinks" and "feels" about that action, then the person gives his response. The logic of a person's response is dependent upon the logic of his thinking and feeling about the action.
  *(See A Guide to Rational Living by Ellis and Harper.)

B. Human Relations Skills: Friendships

The students will be able to demonstrate an understanding of the process of making and keeping friendships.

1. Making and Keeping Friendships: The students will understand the process of making and keeping friendships.

The students are able to:

- explain why making and keeping friends is a basic human need.
- explain why caring about others is a basic key to making and keeping friendships.
- explain why desire for friendship is a requirement for making and keeping friendships.
- provide examples of ways they can initially act friendly as a means of making new friendships.
  *(i.e., speaking kindly, being genuinely interested; sharing activities, experiences, feeling, etc.)
- explain why the development of trust is important in keeping friendships.
- explain why the development of loyalty is important in keeping friendships.
- provide examples of how the above factors can apply in friendships.
- provide examples of how the above factors relate to group friendship skills.
  *(i.e., as relating to cliques, etc.)
- explain how cliques can affect friendships.

2. Effectiveness of Their Own Friendship Skills: The students will evaluate the effectiveness of their own friendship skills.

The students are able to:

- list the friendship skills of an ideal person.
- list their own friendship skills.
- evaluate their own friendship skills as effective or ineffective.

.describe methods of change for those friendship skills they have judged as ineffective.

C. Human Relations Skills: Expressing Opinions and Beliefs

The students will be able to demonstrate an awareness of the various methods of expressing their opinions and beliefs.

#1. Methods of Expression: The students will understand the various methods of expressing opinions and beliefs.

The students are able to:

- provide examples of verbal methods of expressing opinions and beliefs.
- provide examples of nonverbal methods of expressing opinions and beliefs.
- illustrate those methods of expression which encourage others to listen.
- illustrate those methods of expression which encourage others to respond.
- compare and contrast methods of expression which encourage others to listen and to respond.
- provide examples of methods of expression which are used in group situations.
- provide examples of methods of expression which are used in one-to-one situations.
- compare and contrast the methods of group expression and one-to-one expression.

2. Their Own Methods of Expression: The students will evaluate their own methods of expressing opinions and beliefs.

The students are able to:

- describe their own verbal methods of expressing opinions and beliefs.

- describe their own nonverbal methods of expressing opinions and beliefs.

- describe their own methods of expression which encourage others to listen.

- describe their own methods of expression which encourage others to respond.

- describe their own methods of expression that they use in group situations.

- describe their own methods of expression that they use in one-to-one situations.

- evaluate their methods of expressing opinions and beliefs as effective or ineffective.

- describe methods of change for those methods of expression they judged to be ineffective.

D. Human Relations Skills: Acceptable Behaviors in Groups

The students will be able to identify socially acceptable behaviors occurring in a group situation.

1. Relationship Between Rights of Self and Rights of Others: The students will understand the relationship between the rights of self and the rights of others in group situations.

   The students are able to:

   - compare and contrast the give-and-take relationship between the rights of self and the rights of others.

2. Characteristic Behavior Patterns: The students will be aware of the characteristic behavior patterns (roles) that develop as a part of group interaction.

The students are able to:

- define group interaction.
- recognize that the role of leader is a characteristic behavior pattern which develops as a part of group interaction.
- recognize that the role of listener is a characteristic behavior pattern which develops as a part of group interaction.
- define the role of gatekeeper in group interaction.
- recognize that the role of gatekeeper is a characteristic behavior pattern which develops as a part of group interaction.
- define the role of advocate in group interaction.
- recognize that the role of advocate is a characteristic behavior pattern which develops as a part of group interaction.

3. Behavior in Group Interactions: The students will be aware of their own behaviors in group interactions.

The students are able to:

- define socially acceptable behavior in group interactions.
- list their own socially acceptable behaviors in group interactions.
- list their own socially unacceptable behaviors in group interactions.

E. Relating With Significant Others: Competitiveness and Cooperativeness

The students will be able to recognize the effects of competitiveness and cooperativeness with both peers and adults.

1. Effects of Cooperativeness: The students will understand the effects of their cooperativeness with both peers and adults.

The students are able to:

- define cooperativeness.
  *(cooperativeness: working together toward a common goal.)
- provide examples of their cooperativeness with peers.
- provide examples of their cooperativeness with adults.
- explain about some of the helpful effects of their cooperativeness with both peers and adults.
- explain about some of the harmful effects of their cooperativeness with both peers and adults.

2. Effects of Competitiveness: The students will be aware of the effects of their competitiveness with both peers and adults.

The students are able to:

- define competitiveness.
  *(competitiveness: contending with others for profit, prize, or position; a contest.)
- provide examples of their competitiveness with peers.
- provide examples of their competitiveness with adults.
- explain about some of the helpful effects of their competitiveness with both peers and adults.
- explain about some of the harmful effects of their competitiveness with both peers and adults.

3. Differences and Similarities Between Competitiveness and Cooperativeness: The students will be aware of the differences and similarities between competitiveness and cooperativeness.

The students are able to:

- recognize that competitiveness and cooperativeness are both ways of getting things accomplished.

- recognize that both competitiveness and cooperativeness can be helpful.

- recognize that both competitiveness and cooperativeness can be harmful.

- recognize that the emphasis of competitiveness is different from the emphasis of cooperativeness.
  *(i.e., competitiveness tends to draw people apart, while cooperativeness tends to bring people closer together.)

- recognize that competitiveness generally involves "winners and losers", while cooperativeness does not use that type of terminology.

F. Relating With Significant Others: Family Relationships

The students will be able to recognize the value and process of establishing an effective relationship with their families.

#1. Process of Establishing Effective Family Relationships: The students will understand the process of establishing effective family relationships.

Using a hypothetical family situation, the students are able to:

- define effective family relationship.

- provide examples which show that the belief that all persons are equal in worth and dignity is a part of the process of establishing effective family relationships.

- provide examples which show that respect is a part of the process of establishing effective family relationships.

- provide examples which show that listening is a part of the process of establishing effective family relationships.

- provide examples which show why communication skills are necessary for the process of establishing effective family relationships.

- provide examples which show that cooperation is a part of the process of establishing effective family relationships.

- provide examples which show ways of handling disagreement or conflict as a part of the process of establishing effective family relationships.

- explain what comprises a family meeting.
  *(i.e., reference: Raising a Responsible Child or the S.T.E.P. Parent's Handbook, both by D. Dinkmeyer and G. McKay.)

- provide examples which show that regular family meetings can be a helpful part of the process of establishing effective family relationships.

2. Results of Effective Family Relationships: The students will be aware of the results that come from having effective family relationships.

   From a hypothetical family situation, the students are able to:

   - recognize the resulting feelings when the belief that all persons are equal in worth and dignity is a part of the family relationship.

   - recognize the resulting feelings when respect is a part of the family relationship.

   - recognize the resulting feelings when listening is a part of the family relationship.

   - recognize the resulting feelings when communication skills are a part of the family relationship.

   - recognize the resulting feelings when cooperation is a part of the family relationship.

   - recognize the resulting feelings and the effects when regular family meetings (as proposed by Dinkmeyer and McKay) are a part of the family relationship.

C. Self Validation: Worthwhileness

The students will be able to achieve feelings of worthwhileness.

1. Worthwhileness in Relation to Others: The students will be aware of methods of attaining feelings of worthwhileness in relation to other people.

   The students are able to:

   - recognize that when feelings of worthwhileness first begin to develop in an individual they do so in comparison to other people.
   - recognize that as feelings of worthwhileness mature the emphasis shifts from comparison with others to self actualization.
   - recognize that self awareness (physically, emotionally, intellectually, and socially) is a method of attaining feelings of worthwhileness.
   - recognize that meeting new challenges is a method of attaining feelings of worthwhileness.
   - recognize that being flexible in meeting the needs and demands of themselves and others is a method of attaining feelings of worthwhileness.
   - recognize that understanding the meaning and the effects of behavior (of themselves and others) is a method of attaining feelings of worthwhileness.
   - recognize that sensitivity to others is a method of attaining feelings of worthwhileness.
   - recognize that tolerance (understanding and accepting individual differences) is a method of attaining feelings of worthwhileness.

#2. Feelings of Worthwhileness: The students will understand their own feelings of worthwhileness.

   The students are able to:

   - describe general feelings of worthwhileness.

- provide examples of ways to attain and maintain these feelings of worthwhileness.

- describe their own feelings of worthwhileness.

- provide examples of ways they have attained and maintained these feelings of worthwhileness.

H. Self Validation: Control Over Self and Environment

The students will be able to recognize that they can exercise some control over themselves and their environment.

#1. Factors of Controlling Self and Environment: The students will be aware of factors involved in the process of controlling themselves and their environment.

The students are able to:

- recognize the following relationship: when an action occurs, the student "thinks" and "feels" about that action, then the student gives his response. The logic of a person's response is dependent upon the logic of his thinking and feelings about the initial action. If the student wishes to change his type of response to an action, then he will have to change his belief (thinking and feelings) about that action. *(See A Guide to Rational Living by Ellis and Harper.)

- recognize that controlling their attitudes and thinking process is a major factor involved in having some control over themselves.

- recognize that controlling their attitudes and thinking process is a major factor in having some control over their environment.

I. Self Validation: Individual Differences

The students will be able to demonstrate an understanding that all individuals, including themselves, have different and varying personal characteristics and abilities which distinguish them from one another, and that certain of these characteristics and abilities may change from time to time.

#1. Changes in Behaviors and Abilities: The students will understand the changes that occur in characteristic behaviors and abilities of self and/or others over time.

The students are able to:

- define the term "characteristic behavior patterns" as the ways a person usually acts.
- list characteristic behavior patterns of others at several stages, such as birth, age two, etc.
- list present characteristic behavior patterns of others.
- compare and contrast past and present behavior patterns of others.
- explain changes in physical and intellectual development in terms of time, needs, and interests.
- list their own characteristic behavior patterns at several stages, such as birth, age two, etc.
- list their own present characteristic behavior patterns.
- compare their own past and present behavior patterns.
- explain the changes in their own physical and intellectual development in terms of time, needs, and interests.

DOMAIN: WORK AND LIFE SKILLS

A. Daily Living: Consumer Skills

The students will be able to identify consumer skills that are used in daily living.

1. Consumer Skills Used and Needed by Different Groups: The students will understand the various consumer skills that are used and needed by different consumer groups.

The students are able to:

- identify several groups of consumers.
  *(i.e., children, adults, women, grandparents, teenagers, boys, etc.)
- identify consumer skills needed by each group such as distinguishing between necessities and non-necessities, and recognizing the influences of advertising.
- explain the difference between the skills needed by different groups.
- identify consumer aids such as guarantees, warantees, and consumer resources (literature, organizations, laws, etc.)

B. Daily Living: School Relevancy

The students will be able to identify the relevancy of school subject matter and other school experiences to community, home, leisure, and occupations.

1. School Experiences: The students will be aware of the school academic and social areas at their grade level.

The students are able to:

- list the school academic experiences they encounter at their grade level.

.list the school social experiences they encounter at their grade level.

#2. School Relates to the Worker: The students will understand how school academic and social areas relate to the role of worker on the job.

The students are able to:

- identify a worker role.
- list various activities of the worker on the job.
- relate school academic areas to worker activities.
- relate school social areas to worker activities.

3. School Relates to the Leisure Participant: The students will understand how school academic and social areas relate to the leisure participant.

The students are able to:

- identify a leisure participant role.
  *(i.e., golfer, diver, hunter, etc.)
- list various activities of the leisure participant.
- relate school academic areas to the activities of the leisure participant.
- relate school social areas to the activities of the leisure participant.

C. Task Responsibility/Employability: Dependency in Task Accomplishment

The students will be able to recognize that others depend on them in helping perform a task and will be able to identify situations in which people depend on each other to perform certain tasks.

#1. Situations Where People Are Dependent: The students will under-

stand situations where people are dependent upon each other to accomplish a task.

The students are able to:

- give examples of situations where they work with others to accomplish a task.
- give examples of situations where others depend on them to accomplish a task.
- give examples of situations where they depend on others to accomplish a task.
- give examples of situations where people work together.
- give examples of situations where people are dependent on each other.

D. Task Responsibility/Employability: Value from Tasks Well Done

The students will be able to recognize the value (personal rewards) which comes from a task well done.

1. Personal Rewards: The students will understand the personal rewards available when a task is done well.

The students are able to:

- explain why and how external criteria (someone else's standards) determine if a task is well done.
- provide examples of extrinsic rewards available for those who do a task well.
- recognize that most extrinsic rewards are dependent upon external criteria for task accomplishment.
- explain why and how internal criteria (personal standards) determine if a task is well done.
- provide examples of intrinsic rewards available for those who do a task well.

·recognize that most intrinsic rewards are dependent upon one's internal criteria for task accomplishment.

E. Task Responsibility/Employability: Purpose and Steps of a Task

The students will be able to recognize that tasks have a purpose and that steps are followed in completing a task.

#1. Processes and Steps of Task Accomplishment: The students will understand the major processes and the steps involved in task accomplishment.

The students are able to:

·give their own examples of the processes and steps involved in task accomplishment:

1. specify a task
2. explain the steps involved in planning for that task.
3. explain about the "doing" portion of the task.
4. explain about the steps involved in evaluating their task accomplishment.
5. explain about the steps involved in "redoing" the task if necessary

F. Task Responsibility/Employability: Personal Characteristics and Job Fields

The students will be able to recognize certain personal characteristics that are related to job fields.

#1. Characteristics Relate to Jobs: The students will understand how some personal characteristics relate to job fields.

The students are able to:

·identify job fields and clusters.

·identify personal characteristics in terms of behavior and likes/dislikes.

·explain why certain personal characteristics might go with one cluster and not another.
*(i.e., The characteristic liking to be with people goes with Personal Service and not with Construction.)

2. Characteristics and Job Choices: e students will be aware of the importance of the relationship between personal characteristics and job choice.

When given a situation, such as a story or interview, the students are able to:

·recognize the consequences of personal characteristics not matching job choice.

·recognize the consequences of personal characteristics matching job choice.

G. Work and Leisure Environments: Work and Leisure Activities

The students will be able to distinguish between work and leisure time activities.

#1. Similarities and Differences: The students will understand the similarities and differences between work and leisure time activities.

The students are able to:

·define work activities.

·define leisure activities.

·give examples of work activities.

·give examples of leisure activities.

H. Work and Leisure Environments: Respect for Work Well Done

The students will be able to recognize that respect is due to others for the contributions they make in their various roles and when their work is well done, regardless of its nature.

#1. Purpose Of Work Roles: The students will understand the purposes of various work roles.

The students are able to:

- list various work roles.
- give examples of the purpose of various work roles.

2. Respect for Any Work Done Well: The students will understand that respect is due to others for work that is well done, regardless of the nature of that work.

The students are able to:

- list work roles that are appealing to them.
- list work roles that are not appealing to them.
- give examples of appealing work that is done well.
- give examples of unappealing work that is done well.
- explain why respect is due for work well done - appealing or not.
- recognize reasons why respect is sometimes not given for work well done.
  *(i.e., low social status, unappealing, purpose seen as insignificant, etc.)

I. Work and Leisure Environments: All People Work

The students will be able to recognize that all people perform some type of work.

#1. Work Roles and Activities: The students will understand various work roles and activities performed by others.

The students are able to:

- identify the work roles and the activities of some adults.
- identify non-work roles and activities.
  *(i.e., citizen, leisure participant, family member)
- give examples of work roles and activities performed by others.

J. Work and Leisure Environments: Work Roles Change/Multiple Roles

The students will be able to recognize that work roles may change during one's career or that a worker may have multiple roles at the same time.

1. Work Roles and Activities: The students will understand various work roles and activities performed by others.
   *(This is identical to Goal I - Objective #1.)

   The students are able to:

   - identify the work roles and the activities of some adults.
   - identify non-work roles and activities.
     *(i.e., citizen, leisure participant, family member)
   - give examples of the work roles and the activities performed by others.

#2. Multiple Roles: The students will be aware that a worker may have multiple roles at the same time.

   The students are able to:

   - list workers and their activities.
   - list the different work roles of a particular worker.
   - list different roles, other than work roles, of that same worker.
   - recognize that a worker can have multiple roles at the same time.

K. Work and Leisure Environments: Interests and Abilities Relate To Job Clusters

The students will be able to recognize that there are families (clusters) of jobs which relate to one another and that one's interests and abilities can relate to several jobs as a result.

1. Interests And Abilities Relate To Clusters: The students will understand how interests and abilities relate to job clusters.

The students are able to:

·describe the U.S.O.E. Classification System.

U.S.O.E. Classification System

Divisions	Clusters
Service Group	Consumer Education and Homemaking Public Services Personal Services Hospitality and Recreation
Business Group	Business and Office Manufacturing Marketing and Distribution Transportation Construction
Science Group	Health Environmental Control Agri-business and Natural Resources Marine Science
Communication Group	Communications and Media Fine Arts and Humanities

- list the interests of people who hold jobs in various clusters.

- list the abilities of people who hold jobs in various clusters.

- explain why people with certain interests and/or abilities might choose a job in a particular cluster.

#2. Interests and Abilities Relate to Several Jobs: The students will be aware that interests and abilities can relate to several jobs.

The students are able to:

- when given an example of an interest, list those jobs that might satisfy that interest.

- when given an example of an ability, list those jobs that might use that ability.

DOMAIN: LIFE CAREER PLANNING

A. Planning Skills: Attitudes and Values Affect Decisions, Actions, and Life Styles

The students will be able to recognize that attitudes and values affect decisions, actions, and life styles.

1. Life Styles: The students will be aware of various life styles.

The students are able to:

- define life style.
- list various life styles.
- identify life styles from example situations.

2. Attitudes and Values Affect Decisions and Life Styles: The students will be aware of how attitudes and values affect decisions and life styles.

The students are able to:

- recognize the relationship between decisions and life styles.
- define attitude.
  *(attitude: way of thinking, acting or feeling.)
- recognize that attitudes affect decisions.
- define values.
  *(values are based on three processes: choosing freely from alternatives after consideration of the consequences, prizing or being happy with the choice and being willing to affirm that choice publicly, and acting or doing something with that choice.)
- recognize that values affect decisions.
- recognize that attitudes affect life styles.
- recognize that values affect life styles.

- identify decisions that are influenced by attitudes.
- identify decisions that are influenced by values.
- identify life styles that are influenced by attitudes.
- identify life styles that are influenced by values.

B. Planning Skills: Decisions Made by Self and Others

The students will be able to recognize that they make decisions and that their lives are influenced by decisions made by themselves and by others.

1. Students Lives' Are Influenced by Their Decisions: The students will be aware of how their lives have been, are, and will be influenced by the decisions they make.

   The students are able to:

   - identify a major personal decision they made in the past.
   - examine the short range and long range effects of that decision.
   - identify a major personal decision they are in the process of making.
   - examine the possible short range and long range effects of that decision.
   - identify a major personal decision that might be made in the future.
   - speculate and examine the possible short range and long range effects of that decision.

#2. Students' Lives Are Influenced by Others' Decisions: The students will be aware of how their lives are influenced by decisions made by others.

   The students are able to:

- identify decisions made by parents that influence their lives.

- describe how these decisions made by parents influence their lives.

- identify decisions made by teachers that influence their lives.

- describe how those decisions made by teachers influence their lives.

- identify decisions made by the peer-group that influence their lives.

- describe how those decisions made by the peer-group influence their lives.

- identify decisions made by government that influence their lives.

- describe how those decisions made by government influence their lives.

C. Planning Skills: Alternative Decision-Making Courses

The students will be able to recognize that there can be alternative decision-making courses, with differing consequences.

#1. Alternative Decision-Making Courses And Consequences: The students will understand the relationship between alternative decision-making courses and consequences.

The students are able to:

- define the word alternative in terms of decision-making.

- define consequences.

- provide an example of a decision made concerning a specific problem.

- identify alternative decisions that could be made for the same problem.

- consider the consequences of each alternative decision that could be made for the same problem.

- explain about the relationship that exists between alternative decision-making courses and consequences.

2. Choices Within Decision-Making Courses: The students will understand about the choices within decision-making courses and their differing consequences.

The students are able to:

- identify a decision-making course.
  *(i.e., a series of decisions relating to the same area such as career choice, choice of musical instrument to study, choice of friendship group, etc.)

- list the decisions made in that decision-making course.

- identify alternative decisions to those decisions that were listed.

- examine the differing consequences of those alternative decisions.

- define choice.

- give an example of a choice and explain what makes it a choice.

- explain about a personal decision-making course, the choices within that course, and varying consequences of the choices.

D. Planning Skills: Planning vs. Trial and Error

The students will be able to recognize that "planning" leads to more effective performance than does chance or "trial and error" approach to a task.

#1. Planning Is More Effective Than Trial and Error: The students will understand that the planning process is a more effective approach for task accomplishment than trial and error.

The students are able to:

- define effectiveness in terms of efficiency, time resources, money resources, completed product or outcome, and quality of product or outcome.
- compare and contrast the effectiveness of the planning process with the effectiveness of trial and error.
- explain why the planning approach is more effective than the trial and error approach to a task.

E. Educational Environment: Demonstrating Effective Study and Learning Skills

The students will be able to demonstrate effective study and learning skills.

1. Study Systems: The students will be aware of how their study skills combine to form a study system.

The students are able to:

- define study system.
- identify the factors that are involved in a study system. *(i.e., SQR^3= surveying + questioning + reading + writing + reciting)
- identify the skills needed in a study system.
- identify their own effective skills.
- recognize how their own effective skills incorporate into a personal study system.

2. Importance of an Effective Study System: The students will understand the importance of developing their own effective study system.

The students are able to:

- define an effective study system.

- recognize the consequences of a consistent and effective study system.
- recognize the consequences of having no consistent, effective study system.
- examine their own study system.
- compare their own study system to their definition of an effective study system.
- identify those skills, if any, which need to be changed to make their system more effective.

F. Educational Environment: Using Listening and Speaking Skills

The students will be able to employ listening and speaking skills that allow for involvement in classroom discussions and activities.

1. Applications of Listening Skills: The students will understand the applications of listening skills and how to use them in the classroom.

   The students are able to:

   - provide examples of the use of attentiveness as a listening skill.
   - use attentiveness as a listening skill in the classroom.
   - provide examples of timing (knowing when to listen and when to speak) as a listening skill.
   - use timing (knowing when to listen and when to speak) in the classroom.
   - provide examples where listening for the content of the speaker's message proves to be a helpful skill.
   - use listening for the content of the speaker's message in the classroom.
   - provide examples where listening to remember proves to be a helpful skill.

·use listening to remember in the classroom.

·provide examples where listening for the speaker's feeling and hidden messages proves to be a helpful skill.

·use listening for feeling and hidden messages in the classroom.

·define a feeling response.
*(reference: Dr. Robert Carkhoff: Helping And Human Relations, Volume 1 and 2.)

·recognize from examples various feeling responses.

·use feeling responses in the classroom.

·define and recognize I-messages.
*(reference: Dr. Thomas Gordon: P.E.T.)

·use I-messages in the classroom.

#2. Application of Speaking Skills: The students will understand the applications of speaking skills and how to use them in the classroom.

The students are able to:

·recognize that different speaking skills are needed for one-to-one situations and for group situations.

·explain how preliminary skills that are necessary before actual verbalization apply in a one-to-one situation.
*(i.e., getting attention, taking turns to speak, responding when spoken to, etc.)

·explain how preliminary skills that are necessary before actual verbalization apply in group situations.

·explain how speaking distinctly applies in a one-to-one situation.

·explain how speaking distinctly applies in group situations.

·explain how speaking with an adequate voice level applies in a one-to-one situation.

- explain how speaking with an adequate voice level applies in group situations.

- explain how responding appropriately applies in a one-to-one situation.

- explain how responding appropriately applies in group situations.

- explain how contributing to the topic at hand applies in a one-to-one situation.

- explain how contributing to the topic at hand applies in group situations.

- explain how responding about feeling applies in a one-to-one situation.

- illustrate the various methods of responding about feelings in a one-to-one situation.
  *(i.e., feeling responses see Carkhoff; I-messages see Gordon)

C. Educational Environment: Evaluating Ability, Progress and Methods of Improvement

The students will be able to realistically evaluate ability, progress, and methods of improvement in various subject areas.

#1. Applying Methods of Evaluation: The students will understand how to apply various methods of evaluation in determining ability, progress, and the effectiveness of methods of improvement in various subject areas.

The students are able to:

- select a subject area topic.

- pretest (evaluate) themselves to understand their initial ability or level of knowledge.

- preform the assignment(s).

- test (evaluate) their progress concerning the subject area topic.

·perform (or redo) the assignments.

·test (evaluate) their total progress at the end.

·determine if a method of improvement is needed.

·construct and follow through with the method of improvement.

·test (evaluate) for further progress to determine whether or not the method of improvement was effective.

H. Self Understanding: Individual Abilities Aid in Task Accomplishments

The students will be able to recognize how individual abilities aid in accomplishing different tasks.

#1. Ability Differences Contribute To Task Completion: The students will understand how individual ability differences contribute to the completion of specific tasks.

The students are able to:

·define ability
*(ability: the power or skill to do some special thing.)

·describe how individual abilities differ.

·give examples of a specific task in a project.

·recognize which abilities contribute best to the completion of specific tasks and to the project as a whole.

I. Self Understanding: Learning in Life Situations

The students will be able to recognize that learning occurs in all types of life situations.

1. The Learning Process: The students will understand the learning process.

The students are able to:

- recognize that initial exposure (through experience, reading, listening, modeling, etc.) is part of the learning process.

- provide examples where initial exposure has been part of their learning process.

- recognize that repetition of exposure is part of the learning process.

- provide examples where repetition of exposure has been part of their learning process.

- recognize that responding is a part of the learning process.

- provides examples where responding has been part of their learning process.

- recognize that reinforcement (internal or external) is part of the learning process.

- provide examples where reinforcement has been part of their learning process.

#2. Learning In Others' Lives: The students will be aware of the learning that takes place in the life situations of others.

The students are able to:

- examine various life situations of others.

- identify where and what learning took place in those life situations of others.

J. Self Understanding: Clarifying and Expanding Interests and Capabilities

The students will be able to appreciate the value of clarifying and expanding their interests and capabilities.

1. Expanding Interests and Capabilities: The students will be aware of how interests and capabilities can be expanded.

   The students are able to:

   - define interest.
   - recognize that interests can be expanded through experience.
   - recognize that interest can be expanded through exposure.
   - define capability.
   - recognize that capabilities can be expanded through exposure.
   - recognize that capabilities can be expanded through practice.

2. Consequences of Expanding Interests and Capabilities: The students will be aware of the consequences of expanding interests and capabilities.

   The students are able to:

   - identify an expanded interest in their lives.
   - examine the consequences (both internal and external) of that expanded interest.
   - identify an expanded capability in their lives.
   - examine the consequences (both internal and external) of that expanded capability.

OPPORTUNITIES FOR RATING STUDENTS

How does one go about rating a child on his/her skills in a given area? The following suggestions may be useful to the rater in developing opportunities for making decisions about rating students on Competencies. The Competencies themselves are not test items but may be used as guides for performance indicators.

Direct observation of the student under varied circumstances may well be the best source of ratings. Such circumstances could include the classroom, the playground, lunchroom, hallway, and special classes or programs. Watching the student in normal interaction in these settings could be supplemented by the provision of stories or fictitious situations that lend themselves to the performance of certain Competencies. Discussions can prove to be valuable as can oral or written tests.

The first step in getting ready to assess the children prior to actually rating them is for THE RATER TO BECOME THOROUGHLY FAMILIAR WITH THE GOALS, DEVELOPMENTAL OBJECTIVES AND COMPETENCIES. It might be useful for the rater to develop his/her own performance indicators such as: "In a group discussion, students will contribute to a list of examples of ways of expressing opinions and beliefs verbally." Such performance indicators could be put on a check list as described below.

It could be helpful for the rater to keep a notebook or log with notes on informal assessment of the students' Career Education skills. A spiral or loose leaf notebook organized to suit the rater's needs would seem appropriate.

A sample entry in such a log might be:

1-13-78

Stu only knew one group of consumers today - mothers.

1-16-78

Stu was excited about the different people he saw at the grocery store over the week-end. He named four.

1-17-78

Stu chose the names of 12 consumer groups from the class list today.

SAMPLE

COMPREHENSIVE CAREER GUIDANCE

COMPETENCY RATING SCALE

Skill Check Sheet

Developmental Objective: The students will be aware of the skills and characteristics that make up a friendship.

Performance Indicator	Children's Initials										
	[illegible]	[illegible]	[illegible]	[illegible]							
Shared			✓								
Took turns		✓		✓							
Encouraged another	✓			✓							
Respected another's contribution		✓									
Compromised	✓										
Asked another to help or play				✓							
Successfully solved a conflict with another				✓							

EXAMPLES OF TEST SITUATIONS

The following section is designed to aid the rater in determining ways of checking a student's skill on a Competency for the Competency Rating Scale Skill Level Criteria. There is an example given for each of the behavioral terms used at the Knowledge and Comprehension levels of learning. The Competency statements are taken directly from the Skill Level Criteria.

Competency: 'define action.

Examples of ways of testing:

1. The child will write or orally give a definition of action.
2. The child will choose a definition of action from a list.
3. The child will correctly identify the definition of action on a true-false test.

Competency: 'describe their own verbal methods of expressing opinions and beliefs.

Examples of ways of testing:

1. The child will write down ways in which he or she expresses opinions and beliefs.
2. During a discussion, the child will tell how he/she expresses opinions or beliefs.
3. After a discussion in which opinions or beliefs are expressed the child will either write or tell how he/she expressed them.
4. From a list of ways of expressing opinions and beliefs, the child will choose those ways in which he/she expresses them.

Competency: ·identify several consumer groups.

Examples of ways of testing:

1. From a list, the child will choose the names of groups that represent separate consumer populations such as senior citizens, teenagers, pre-school children, families, women, golfers, etc.

2. Given a homework assignment to be carried out in an observation of a business or store, the child will be able to tell what consumer groups he/she saw.

Competency: ·list the friendship skills of an ideal person.

Examples of ways of testing:

1. The child will be able to orally or in writing list things the ideal person does to make friends such as being kind, honest, genuine, demonstrating loyalty, asking others to join activities, encouraging others, being pleasant, being considerate, etc.

Competency: ·recognize how their actions affect the emotions of others.

Examples of ways of testing:

1. In a real life situation, the child will be able to tell how his/her behavior made another person feel by his or her reaction.

2. Given a hypothetical situation, the child will be able to tell how his/her action might make another person feel, e.g. if you help your teacher, how might it make him/her feel?

Competency: ·compare and contrast past and present behavior patterns of others.

Examples of ways of testing:

1. The child will show how a person's behavior is alike and different at certain ages through stories or real life examples in oral or written form.

2. Given examples of the past and present behavior of others, the child will identify the differences.

Competency: 'explain why caring about others is a basic key to making and keeping friendships.

Examples of ways of testing:

1. The child will be able to give reasons why caring is basic to making and keeping friends either in oral discussion or in written form.

2. The child will be able to choose reasons why caring is basic to friendship when presented with a list.

Competency: 'give examples of ways they can initially act friendly as a means of making new friendships.

Examples of ways of testing:

1. The child will be able to provide stories or comparisons in oral or written form to show ways of beginning new friendships.

2. The child will be able to choose ways of making new friendships from examples given him on a test.

Competency: 'illustrate those methods of expression which encourage others to respond.

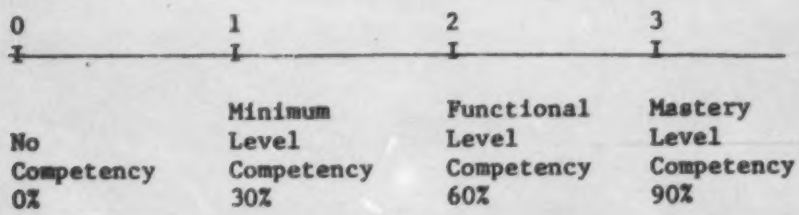
Examples of ways of testing:

1. The child will be able to tell or write stories to show ways of encouraging others to join in.

2. The child will be able to give examples to show ways of encouraging others to participate.

3. The child will be able to provide comparison of ways of encouraging others to respond with ways of discouraging others from responding.

THE RATING SCALE: CHOOSING A DEGREE OF PROFICIENCY



The rater has four ratings to choose from when evaluating student performance of each Developmental Objective. The rater should think of this scale as a continuum ranging from zero to 100 percent. Since the number of Competencies vary from Objective to Objective, the number of Competencies representing a specific percentage will also vary. An explanation of the meaning of each rating is given below.

NO COMPETENCY -0- To obtain this rating for a Developmental Objective, the student is not able to demonstrate skill in the Competencies stated for that Objective.

MINIMUM LEVEL COMPETENCY -1- To obtain this rating for the Developmental Objective, the student will be able to demonstrate skill in only the most basic Competencies stated for that Objective. On a percentage basis, this would mean that the student is able to demonstrate skill in at least 30% of the Competencies for the Objective being rated.

FUNDAMENTAL LEVEL COMPETENCY -2- To obtain this rating for a Developmental Objective, the student is able to demonstrate skill in most of the Competencies stated for that Objective. On a percentage basis, this would mean that the student is able to demonstrate skill in at least 60% of the Competencies for the Objective being rated.

MASTERY LEVEL COMPETENCY -3- To obtain this rating for a Developmental Objective, the student must demonstrate skill in most of the Competencies stated for the Objective. On a percentage basis, this would mean that the student demonstrates skill in at least 90% of the Competencies for the Objective being rated.

The rating number is selected as follows:

a. Count the total number of Competencies for the Developmental Objective being rated.

b. Determine the number of these Competencies the child being rated shows skill in.

c. Divide the child's number of Competencies by the total number of Competencies to obtain the percentage.

d. The number from the Rating Scale that is closest to the percentage obtained above is the rating for that child on that Developmental Objective.

T = total number of Competencies for the Developmental Objective.

Example: For the K-1 Level, Interpersonal Effectiveness Domain, Goal A, Developmental Objective 2, there are 12 Competencies.

T = 12

S = the number of those Competencies in which the child being rated shows skill.

Example: Kindergarten student has shown skill in four of these 12 Competencies.

S = 4

Formula: S divided by T = %

4 divided by 12 = 33% = a rating of 1.

THE RATING FORM

Please refer to a Cumulative Student Folder, Comprehensive Career Guidance, Competency Rating Scale as you read this section.

The Cumulative Student Folder is designed to follow the student throughout his/her school career. The student's name may be written on the folder tab. Otherwise, the folder is only identified as follows:

Cumulative Student Folder

Comprehensive Career Guidance

Competency Rating Scale

The folder contains Competency Rating Scale Forms; these are distinctive for K-1, 2-4, and 5-6 grade level groupings. Each level of the Rating Scale contains places for rating each of the Developmental Objectives stated in the Competency Rating Scale Skill Level Criteria. These are presented in their abbreviated forms. There is a place beside each Developmental Objective to circle the rater's assessment of the child's skill level for that Objective. The numbers represent the percentage of the Competencies for that Objective that the child can perform. (The reader is referred to the explanation of the Scale on the preceeding page.) There is a blank to the right of each Goal where the average of the ratings for the Objectives of that Goal may be written. The average is obtained by summing the ratings and dividing by the number of Developmental Objectives.

The folder also contains the Developmental Profile. The Profile is comprised of a three page fold-out, a cover page containing identifying information and the three pages containing graphs for charting the child's average Goal rating at each grade level, K-6. Each page represents one of the Domains. The Developmental Profile is assembled and designed to be used by all raters of the child throughout his/her grade school career. The identifying information on the cover includes the student's name, birthdate, school name and location. There is space for the rater's signature each year and for the date of that year's rating.

In the section of this manual devoted to directions for rating, the use of these forms will be specified with examples.

DIRECTIONS FOR RATING STUDENTS

This section of the manual explains in detail the mechanics of rating a student on Career Guidance Skills. Examples of completed forms may be found immediately following these directions.

Know the Criteria Skills

The first step in beginning to rate students on the Career Guidance Skills is for the rater to become THOROUGHLY FAMILIAR with the Goals, Developmental Objectives, and Competencies for the child's level, K-1, 2-4, or 5-6. It is important because the rater must be alert to the behaviors that show skills to be rated as they occur in informal situations, during discussions, on tests, during written activities, and in one-to-one interaction between students. The rating of a child should not be based on one incident alone. Several observations of skill in an area might be recorded in a log or on a check sheet before the child is rated.

Time

The process of rating, that is the awareness of the child's skills by the rater, will take several months unless a prerating is done. The actual marking of the rating sheets should not require more than a day or two.

Prerating

In the case of prerating, the rater will not have more than a few weeks in which to observe the children; the rating will be made on less information than will a rating that occurs in the spring.

Postrating

In the case of the postrating, the rater will have an entire school year in which to observe the child.

Filling out the Rating Form

1. As the rater sits down to the actual task of filling out the Rating Forms found in the Cumulative Student Folder, the following materials will be needed:
logs notes, skill check sheets, the

Filling out the Rating Form, Continued

child's Folder and from it, the Rating Form for the appropriate level, K-1, 2-4, or 5-6, the Developmental Profile, and the Skill Level Criteria for the appropriate grade level from the Rater's Manual. Other sundry items such as writing instruments in more than one color may be needed.

2. Write the student's name on the tab of the Cumulative Student Folder if this is the first Rating for this student due to his or her being in Kindergarten or being transferred from a school where no Rating was done.

3. Remove the Competency Rating Scale Form from the Folder and circle the appropriate season found in the upper left-hand corner of the Form and the appropriate grade found in the upper right-hand corner. Fill in the student's name and your name. At this point, it will be necessary to refer to the

Filling out the Rating Form, Continued

Skill Level Criteria from this Manual.

4. Begin the Rating by referring to the Skill Level Criteria and the first Goal under the Interpersonal Effectiveness Domain. Read the Goal, the first Developmental Objective, and the Competencies under it. Reflect on the student's behavior and refer to any notes you might have in the log on this student's performance for this Developmental Objective or specific Competencies under it. At the K-1 level, there are 12 Competencies under the second Developmental Objective. If you feel the child has demonstrated skill in none of them, circle the zero for rating of that Developmental Objective, if the child has demonstrated skill in 4 of the Competencies, circle the one because five divided by 12 equals 33% which is a rating of one. If the child has demonstrated skill in 7 of the

Filling out the Rating Form, Continued

Competencies, circle the two because 7 divided by 12 equals 58% which is a rating of two. If the child has shown skill in 10 of the Competencies, circle the three because 10 divided by 12 equals 85% which is a rating of 3. Each Developmental Objective has a different number of Competencies so be certain you have the right total number for determining the child's rating for that Developmental Objective.
A detailed description of this process may be found at the end of the part of this section entitled THE RATING SCALE: CHOOSING A DEGREE OF PROFICIENCY, page 55.

5. Complete the next Objective Rating in the same manner. Then, to find the average rating for that Goal, add the two Ratings and divide by two. Always divide by the number of Ratings that went into the sum; that is the same as the number of Developmental Objectives for that Goal.

Filling out the Rating Form, Continued

6. Continue in the same manner until the child has been rated on all of the Developmental Objectives for the Interpersonal Effectiveness Domain. At that point, it is necessary to find a Domain Average Rating for the child. To do this, sum the ratings of the Developmental Objectives, divide by the total number of Developmental Objectives and record the Average Domain Rating on the blank provided for it on the Competency Rating Scale Form. That is found at the end of the ratings for that Domain. The Average Domain Rating will be recorded on the Classroom Profile. Rate the child on the other two Domains in the same way.

7. It is now time to transfer the Rating to the Developmental Profile graphs. First, fill out the information on the cover sheet of the Developmental Profile. This includes the student's name, birthdate, school and school district and location. Sign

Filling out the Rating Form, Concluded

the line beside the appropriate grade level and fill in the current date. In the case of a prerating and postrating, extra dates and signatures may be crowded in. Locate the sheet for the Interpersonal Effectiveness Domain. Locate the appropriate grade level graph on that sheet. Place a dot on the intersecting lines of the Goal letter and the average Goal rating for that Goal on the chart. This is obtained from the Competency Rating Scale Form you just completed. Graph the other Domains in the same way.

Classroom Profile

The Classroom Profile may be used in two ways. It may be used at the end of the school year as the rater rates the children. It may be used by a teacher in the fall as he or she makes yearly plans of a new class. It may be completed from the end of the year ratings or from the preratings of the current year.

The Average Domain Ratings for each student in the class are used for this

Classroom Profile Concluded

Profile. Several Classroom Profile Charts may be found in the Appendix of this Manual.

Refer to the following page for an example partially completed Classroom Profile Chart.

To use the Profile, complete the identifying information on the page.

Each graph represents one of the three Domains: Interpersonal Effectiveness, Work and Life Skills, and Life Career Planning. Enter the children's names, in alphabetical order if you wish, on the blanks beside the graph.

Place a dot at the intersection of the child's name and his or her Average Domain Rating (0 1 2 3) for each Domain.

When all children's ratings have been recorded, draw lines connecting the dots for each Domain to give you a profile of your class' standing on the Career Guidance Skills by Domain.

COMPREHENSIVE CAREER GUIDANCE

COMPETENCY RATING SCALE

Classroom Profile

Teacher Grade Five Teacher Year 77-78 Date May 15, 19[illegible]

Student's Name	DOMAIN I	DOMAIN II	DOMAIN III
	0 1 2 3	0 1 2 3	0 1 2 3
1. Fifth Grade Pupil			
2. Grade Five Student			
3. Fifth Grade Student			
4. Grade Five Pupil			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
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29.			
30.			

DOMAIN I - INTERPERSONAL EFFECTIVENESS DOMAIN
DOMAIN II - WORK AND LIFE SKILLS DOMAIN
DOMAIN III - LIFE CAREER PLANNING DOMAIN

SAMPLE

(Circle one) **COMPETENCY RATING SCALE FORM** (Circle one)

(Spring) Fall **Interpersonal Effectiveness Domain** (Grade 5) Grade 6

Student's Name Grade 5 Pupil Rater Grade 5 Teacher

Rating Scale:

0	1	2	3
No Competency 0%	Minimum Level Competency 30%	Functional Level Competency 60%	Mastery Level Competency 90%

Directions: Circle the number of the Rating of the student's performance ability for each Objective. Determine the average ability for a Goal by dividing the sum of scores by the number of Developmental Objectives.

	Rating	Average
A. Human Relations Skills: Behavior Affects Behavior		
1. Actions Affect Behavior	0 1 2 (3)	
2. Relationship Between Actions and Responses	0 1 (2) 3	2.5
B. Human Relations Skills: Friendships		
1. Making and Keeping Friendships	0 1 (2) 3	
2. Effectiveness of Their Own Friendship Skills	0 1 (2) 3	2.0
C. Human Relations Skills: Expressing Opinions and Beliefs		
1. Methods of Expression	0 1 (2) 3	
2. Their Own Methods of Expression	0 (1) 2 3	1.5
D. Human Relations Skills: Acceptable Behaviors in Groups		
1. Relationship Between Rights of Self and Rights of Others	0 1 (2) 3	
2. Characteristic Behavior Patterns	0 1 (2) 3	
3. Behavior in Group Interactions	0 (1) 2 3	1.66

	Rating	Average
E. Relating With Significant Others: Competitiveness and Cooperativeness		
1. Effects of Cooperativeness	0 1 (2) 3	
2. Effects of Competitiveness	0 1 (2) 3	2.0
F. Relating With Significant Others: Family Relationships		
1. Process of Establishing Effective Family Relationships	0 1 (2) 3	2.0
G. Self Validation: Worthwhileness		
1. Activities	0 1 (2) 3	
2. Personal Characteristics	0 (1) 2 3	1.5
H. Self Validation: Control Over Self and Environment		
1. Control Over Self	0 1 (2) 3	
2. Control Over Environment	0 1 2 (3)	2.5
I. Self Validation: Individual Differences		
1. Behavior Patterns and Abilities in Self and Others	0 (1) 2 3	1.0

Average Interpersonal Effectiveness Domain Rating 1.85

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The preparation of this publication was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare under Grant # G007500339.

Developed by Margaret S. Gunderson, Nancy Ross Milner, and Earl J. Moore
University of Missouri-Columbia

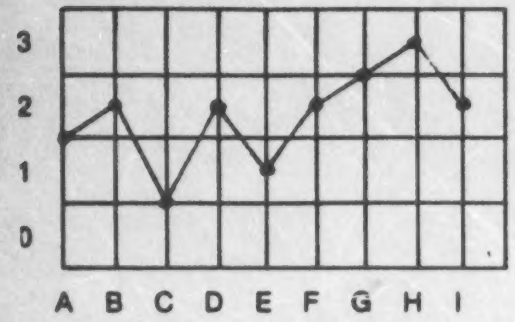
SAMPLE

DEVELOPMENTAL PROFILE: INTERPERSONAL EFFECTIVENESS DOMAIN

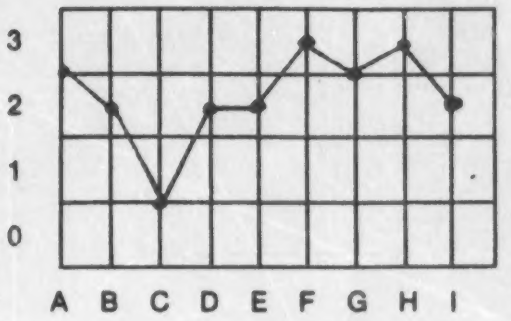
Grades K-6

Student's Name Grade 5 Pupil

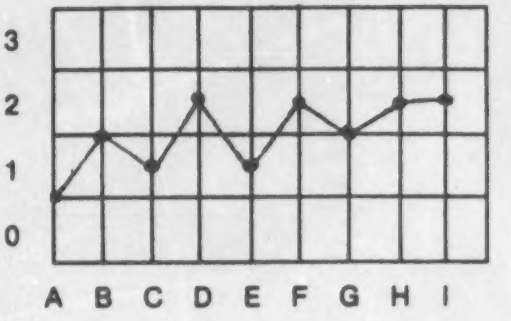
Kindergarten Year: '72



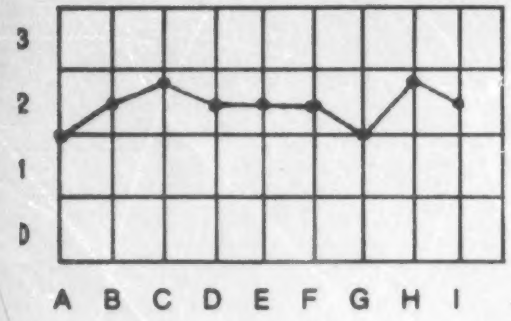
First Grade Year: '73



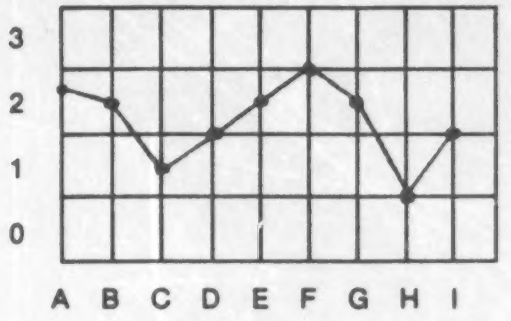
Second Grade Year: '74



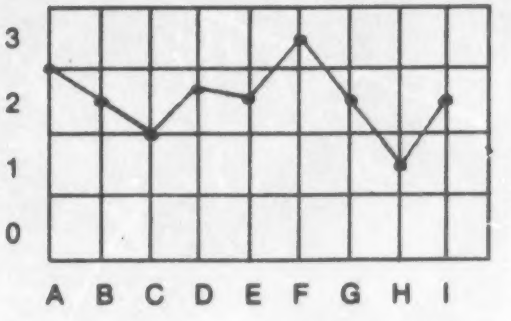
Third Grade Year: '75



Fourth Grade Year: '76



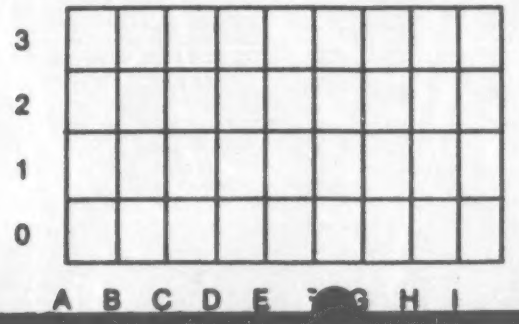
Fifth Grade Year: '77



-70-

76

Sixth Grade Year:



77

USING THE RESULTS OF THE RATING SCALE

USING THE RESULTS OF THE RATING SCALE

The Rating Scale and the process of rating the children with it have been thoroughly explained. You are now, no doubt, completely familiar with the Goals, Developmental Objectives, and Competencies listed in the Skill Level Criteria. It is time to address the specific value and use of the results obtained through use of the Rating Scale. Your own familiarity with the Skill Level Criteria will suggest unique uses to you in your own situation. The following suggestions are meant only to supplement yours and to present broad uses that could be employed by whole schools, school districts, or states.

Current and Immediate Use of the Results	Determine individual student strengths and weaknesses in Career Guidance. Plan immediate curriculum changes for an individual student. Determine the strengths and weaknesses of a classroom group in order to plan curriculum adaptations to meet the needs of the group. Monitor individual and group progress.
Future Use of the Results	There are no standardized guidelines for the evaluation of students' incorporation of career guidance concepts into their

Future Use of the Results, Continued

lives. There are no set standards for mastery. This void leaves open the need for establishing the levels that can realistically be expected of children in various grade levels, of various ages, of various socio-economic status, of various ability, etc. Conscientious use of the Rating Scale can provide empirically based expectancies, developmental stages in career education concepts, use a sound basis for the sequencing and modification of the curriculum, and a basis for determining the methods of judging of student mastery. For example, some decision needs to be made regarding the use of the objectives stated by developmental level; should all be taught to all grades in that developmental level or should they be specified to be taught at specific grade levels.

A Guidance Department or Curriculum Director in the school system may want to

Future Use of the Results, Concluded

systematically gather the results of the Rating Scale in order to assess needs of students at different levels and to establish school-wide expectancies for students in career guidance concepts.

The Competency Rating Scale provides a set of guidelines for the infusion of career guidance concepts into the school curriculum. It can only be as effective as those who use it allow it to be. It will be ineffective if merely regarded as an exercise with the results hidden in filing cabinets from April to April. It can be very effective if used to individualize instruction, enrich classroom activities, enhance interpersonal, work, and life skills for both teacher and students and to bring into focus the idea that education is more than the three r's. The Rating Scale can be an exciting new tool in the hands of educators who wish to grow and see their students become more effective people.

APPENDIX

COMPETENCY RATING SCALE

Cross-Reference Chart

The following chart presents a cross-reference of the original Georgia goal classification with the goal classification that is used in the Comprehensive Career Guidance Program. Under the Georgia Goal Classification System column below, the numbered goals are those used by the Georgia Statewide Testing Program (Georgia Criterion-Referenced Tests). The lettered goals are those that were added by the Comprehensive Career Guidance Project.

Domain	Goal Classification System	Georgia Goal Classification System
Interpersonal Effectiveness	A	5
	B	A
	C	B
	D	6
	E	D
	F	C
	G	E
	H	2
	I	1
Work and Life Skills	A	F
	B	15
	C	7
	D	14
	E	19
	F	10
	G	13
	H	4
	I	9
	J	12
	K	11
Life Career Planning	A	3
	B	17
	C	18
	D	20
	E	G
	F	H
	G	I
	H	8
	I	16
	J	J

COMPREHENSIVE CAREER GUIDANCE
COMPETENCY RATING SCALE

Overview Chart

Kindergarten - Sixth Grade

Developmental Level	K-1	2-4	5-6
Interpersonal Effectiveness Domain	9 Goals 14 Objectives 76 Competencies	9 Goals 17 Objectives 97 Competencies	9 Goals 18 Objectives 101 Competencies
Work and Life Skills Domain	11 Goals 22 Objectives 55 Competencies	11 Goals 27 Objectives 75 Competencies	11 Goals 17 Objectives 59 Competencies
Life Career Planning Domain	10 Goals 16 Objectives 64 Competencies	10 Goals 22 Objectives 121 Competencies	10 Goals 17 Objectives 116 Competencies
Developmental Level Totals	30 Goals 52 Objectives 205 Competencies	30 Goals 66 Objectives 293 Competencies	30 Goals 52 Objectives 276 Competencies

Total: 30 Goals * 170 Objectives * 774 Competencies

COMPREHENSIVE CAREER GUIDANCE

GOALS AND DEVELOPMENTAL OBJECTIVES

OVERVIEW

KINDERGARTEN THROUGH SIXTH GRADE

DOMAIN: INTERPERSONAL EFFECTIVENESS

A. The students will be able to recognize that their behavior toward others affects other's behavior toward them.

K-1: 1. The students will be aware of the various interpersonal relationships in their lives.

2. The students will be aware of the different types of responses they use in interpersonal relationships.

2-4: 1. The students will understand the different types of responses they use in interpersonal relationships.

2. The students will be aware of how the actions of others affect their behavior.

5-6: 1. The students will be aware of how their actions affect the behavior of others.

2. The students will be aware of the relationship between actions and responses.

B. The students will be able to demonstrate an understanding of the process of making and keeping friendships.

K-1: 1. The students will be aware of the skills and characteristics that make up a friendship.

2-4: 1. The students will understand what skills and characteristics make up a friendship.

2. The students will be aware of the process of making and and keeping friendships.

5-6: 1. The students will understand the process of making and keeping friendships.

2. The students will evaluate the effectiveness of their own friendship skills.

C. The students will be able to demonstrate an awareness of the various methods of expressing their opinions and beliefs.

K-1: 1. The students will be aware of different types of responses.

2-4: 1. The students will be aware of what constitutes an opinion, a belief, and a fact.

2. The students will be aware that all people have opinions and beliefs.

3. The students will be aware of the various methods of expressing opinions and beliefs.

5-6: 1. The students will understand the various methods of expressing opinions and beliefs.

2. The students will evaluate their own methods of expressing opinions and beliefs.

D. The students will be able to identify socially acceptable behaviors occuring in a group situation.

K-1: 1. The students will be aware of various group situations.

2. The students will be aware of those behaviors that help or hinder group cooperation and effectiveness.

2-4: 1. The students will understand those behaviors that help or hinder group cooperation and effectiveness.

2. The students will be aware that those behaviors which help the group to function include observing the rights of self and others.

5-6: 1. The students will understand the relationship between the rights of self and the rights of others in group situations.

2. The students will be aware of the characteristic behavior patterns (roles) that develop as a part of group interaction.

3. The students will be aware of their own behaviors in group interactions.

E. The students will be able to recognize the effects of competitiveness and cooperativeness with both peers and adults.

K-1: 1. The students will be aware of what constitutes cooperativeness.

2. The students will be aware of what constitutes competitiveness.

2-4: 1. The students will be aware of the results of cooperativeness.

2. The students will be aware of the results of competitiveness.

5-6: 1. The students will understand the effects of their cooperativeness with both peers and adults.

2. The students will understand the effects of their competitiveness with both peers and adults.

3. The students will be aware of the differences and similarities between competitiveness and cooperativeness.

F. The students will be able to recognize the value and process of establishing an effective relationship with their families.

K-1: 1. The students will be aware of the roles of each member of their families.

2. The students will be aware of their family relationships.

2-4: 1. The students will be aware of the process of establishing effective family relationships.

5-6: 1. The students will understand the process of establishing effective family relationships.

2. The students will be aware of the results that come from having effective family relationships.

G. The students will be able to achieve feelings of worthwhileness.

K-1: 1. The students will be aware of factors that distinguish self from others.

2. The students will be aware of feelings and their causes.

2-4: 1. The students will be aware of the activities they perform that make them feel worthwhile.

2. The students will be aware of personal characteristics that make them feel worthwhile.

5-6: 1. The students will be aware of methods of attaining feelings of worthwhileness in relation to other people.

2. The students will understand their own feelings of worthwhileness.

H. The students will be able to recognize that they can exercise some control over themselves and their environment.

K-1: 1. The students will be aware that they affect things and others around them.

2-4: 1. The students will be aware of situations where they have some control over themselves.

2. The students will be aware of situations where they have some control over their environment.

5-6: 1. The students will be aware of factors involved in the process of controlling themselves and their environment.

I. The students will be able to demonstrate an understanding that all individuals, including themselves, have different and varying personal characteristics and abilities which distinguish them from one another, and that certain of these characteristics and abilities may change from time to time.

K-1: 1. The students will be aware of ways that people are like and/or different from them.

2-4: 1. The students will be aware of characteristic behavior patterns and abilities in other individuals and in self.

5-6: 1. The students will understand about changes that occur in characteristic behaviors and abilities of self and/or others over time.

DOMAIN: WORK AND LIFE SKILLS

A. The students will be able to identify consumer skills that are used in daily living.

K-1: 1. The students will be aware of what a consumer is and what he/she does.

2-4: 1. The students will be aware of the consumer skills that they use in their own daily living.

5-6: 1. The students will understand the various consumer skills that are used and needed by different consumer groups.

B. The students will be able to identify the relevancy of school subject matter and other school experiences to community, home, leisure, and occupations.

K-1: 1. The students will be aware of the school academic and social experiences at their grade level.

2. The students will be aware of how school academic and social experiences relate to the activities of family members in the home.

2-4: 1. The students will be aware of the school academic and social experiences at their grade level.

2. The students will understand how school academic and social experiences relate to the role of citizen in the community.

5-6: 1. The students will be aware of the school academic and social areas at their grade level.

2. The students will understand how school academic and social areas relate to the role of worker on the job.

3. The students will understand how school academic and social areas relate to the leisure participant.

C. The students will be able to recognize that others depend on them in helping perform a task and will be able to identify situations in which people depend on each other to perform certain tasks.

K-1: 1. The students will be aware of activities in which they can participate.

2-4: 1. The students will be aware of activities in which others need their help.

5-6: 1. The students will understand situations where people are dependent upon each other to accomplish a task.

D. The students will be able to recognize the value (personal rewards) which comes from a task well done.

K-1: 1. The students will be aware of tasks that they are able to accomplish.

2-4: 1. Of the tasks they are able to accomplish, the students will be aware of those they do well.

2. The students will be aware of their personal criteria for successful task accomplishment.

5-6: 1. The students will understand the personal rewards available when a task is done well.

E. The students will be able to recognize that tasks have a purpose and that steps are followed in completing a task.

K-1: 1. The students will be aware of tasks carried out by themselves.

2. The students will be aware of the purpose of those tasks carried out by themselves and others.

2-4: 1. The students will be aware of tasks carried out by themselves and others.

2. The students will understand the purpose of those tasks carried out by themselves and others.

3. The students will be aware of the major processes in task accomplishment.

5-6: 1. The students will understand the major processes and the steps involved in task accomplishment.

F. The students will be able to recognize certain personal characteristics that are related to job fields.

K-1: 1. The students will be aware of various jobs.

2-4: 1. The students will be aware of various job categories.

2. The students will be aware of various personal characteristics.

3. The students will be aware of how some personal characteristics can relate to job fields.

5-6: 1. The students will understand how some personal characteristics relate to job fields.

2. The students will be aware of the importance of the relationship between personal characteristics and job choice.

G. The students will be able to distinguish between work and leisure time activities.

K-1: 1. The students will be aware of what work means.

2. The students will be aware of what leisure means.

3. The students will be aware of various work activities.

4. The students will be aware of various leisure time activities.

2-4: 1. The students will understand the difference between work and leisure.

2. The students will be aware of various work roles.

3. The students will be aware of various leisure roles.

4. The students will be aware of how their work and leisure time activities have/are/and will change.

5-6: 1. The students will understand the similarities and differences between work and leisure time activities.

H. The students will be able to recognize that respect is due to others for the contributions they make in their various roles and when their work is well done, regardless of its nature.

K-1: 1. The students will be aware of the work roles of people around them.

2. The students will be aware that each work role has a purpose.

3. The students will be aware of the meaning of respect.

2-4: 1. The students will be aware of the purposes of various work roles.

2. The students will understand the effects of quality work.

3. The students will be aware that respect is due others for work that is well done.

5-6: 1. The students will understand the purposes of various work roles.

2. The students will understand that respect is due to others for work that is well done, regardless of the nature of that work.

I. The students will be able to recognize that all people perform some type of work.

K-1: 1. The students will be aware of what work means.

2. The students will be aware of various work activities.

3. The students will be aware that family members work.

2-4: 1. The students will understand what work means.

2. The students will be aware of how they and other students work.

5-6: 1. The students will understand various work roles and activities performed by others.

J. The students will be able to recognize that work roles may change during one's career or that a worker may have multiple roles at the same time.

K-1: 1. The students will be aware that change does take place throughout their lives.

2. The students will be aware of what a worker is.

2-4: 1. The students will be aware of what a "work role" means.

2. The students will be aware of what constitutes a career.

3. The students will be aware that a change in work roles can take place during one's career.

5-6: 1. The students will understand various work roles and activities performed by others.

2. The students will be aware that a worker may have multiple roles at the same time.

K. The students will be able to recognize that there are families (clusters) of jobs which relate to one another and that one's interests and abilities can relate to several jobs as a result.

K-1: 1. The students will be aware of various jobs.

2. The students will be aware that some job fields relate to other job fields.

2-4: 1. The students will be aware of various job clusters.

2. The students will understand that some jobs relate to other jobs.

3. The students will be aware of how interests and abilities relate to job clusters.

5-6: 1. The students will understand how interests and abilities relate to job clusters.

2. The students will be aware that interests and abilities can relate to several jobs.

DOMAIN: LIFE CAREER PLANNING

A. The students will be able to recognize that attitudes and values affect decisions, actions, and life styles.

K-1: 1. The students will be aware of what attitudes and values are.

2. The students will be aware that attitudes and values exist for everyone.

2-4: 1. The students will understand what attitudes and values are.

2. The students will understand that attitudes and values exist for everyone.

3. The students will be aware of how attitudes and values affect decisions and actions.

5-6: 1. The students will be aware of various life styles.

2. The students will be aware of how attitudes and values affect decisions and life styles.

B. The students will be able to recognize that they make decisions and that their lives are influenced by decisions made by themselves and by others.

K-1: 1. The students will be aware of what decision-making means.

2. The students will be aware that everyone makes decisions.

2-4: 1. The students will be aware of the decision-making process.

2. The students will be aware of how their lives are influenced by the decisions they make.

5-6: 1. The students will be aware of how their lives have been, are and will be influenced by the decisions they make.

2. The students will be aware of how their lives are influenced by decisions made by others.

C. The students will be able to recognize that there can be alternative decision-making courses, with differing consequences.

K-1: 1. The students will be aware of what decision-making means.

2. The students will be aware that everyone makes decisions.

2-4: 1. The students will be aware of the decision-making process.

2. The students will be aware of the relationship between decisions and consequences.

5-6: 1. The students will understand the relationship between alternative decision-making courses and consequences.

2. The students will understand about the choices within decision-making courses and their differing consequences.

D. The students will be able to recognize that "planning" leads to more effective performance than does chance or "trial and error" approach to a task.

K-1: 1. The students will be aware of the planning process.

2. The students will be aware of the trial and error approach to a task.

2-4: 1. The students will understand the planning process.

2. The students will understand the trial and error approach to a task.

3. The students will understand the similarities and differences between the planning process and the trial and error process in task accomplishment.

5-6: 1. The students will understand that the planning process is a more effective approach for task accomplishment than trial and error.

E. The students will be able to demonstrate effective study and learning skills.

K-1: 1. The students will be aware of what constitutes effective study and learning skills.

2-4: 1. The students will understand what constitutes effective study and learning skills.

2. The students will understand how their effective study skills apply in a study situation.

5-6: 1. The students will be aware of how their effective study skills combine to form a study system.

2. The students will understand the importance of developing their own effective study system.

F. The students will be able to employ listening and speaking skills that allow for involvement in classroom discussions and activities.

K-1: 1. The students will be aware of listening skills and how to use them in the classroom.

2. The students will be aware of speaking skills and how to use them in the classroom.

2-4: 1. The students will understand listening skills and how to use them in the classroom.

2. The students will understand speaking skills and how to use them in the classroom.

5-6: 1. The students will understand the applications of listening skills and how to use them in the classroom.

2. The students will understand the applications of speaking skills and how to use them in the classroom.

G. The students will be able to realistically evaluate ability, progress, and methods of improvement in various subject areas.

K-1: 1. The students will be aware of various methods of evaluation.

2-4: 1. The students will understand various methods of evaluation.

2. The students will be aware of various methods of improvement in subject areas.

5-6: 1. The students will understand how to apply various methods of evaluation in determining ability, progress, and the effectiveness of methods of improvement in various subject areas.

H. The students will be able to recognize how individual abilities aid in accomplishing different tasks.

K-1: 1. The students will be aware of the abilities of themselves and others.

2-4: 1. The students will be aware of the development of abilities in themselves and others.

2. The students will be aware of how the abilities of themselves and others can contribute to the success of daily routine.

5-6: 1. The students will understand how individual ability differences contribute to the completion of specific tasks.

I. The students will be able to recognize that learning occurs in all types of life situations.

K-1: 1. The students will be aware of what constitutes learning.

2. The students will be aware that learning takes place in their daily lives.

2-4: 1. The students will be aware of the various methods of learning.

2. The students will understand about various situations in their own lives where learning takes place by different methods.

5-6: 1. The students will understand the learning process.

2. The students will be aware of the learning that takes place in the life situations of others.

J. The students will be able to appreciate the value of clarifying and expanding their interests and capabilities.

K-1: 1. The students will be aware of their interests and capabilities.

2-4: 1. The students will be aware of factors that influence interests and capabilities.

2. The students will be aware that interests and capabilities can change.

5-6: 1. The students will be aware of how interests and capabilities can be expanded.

2. The students will be aware of the consequences of expanding interests and capabilities.

COMPREHENSIVE CAREER GUIDANCE

COMPETENCY RATING SCALE

Classroom Profile

Teacher _____ Year _____ Date _____

Student's Name	DOMAIN I					DOMAIN II					DOMAIN III				
	0	1	2	3		0	1	2	3		0	1	2	3	
1.															
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DOMAIN I - INTERPERSONAL EFFECTIVENESS DOMAIN
DOMAIN II - WORK AND LIFE SKILLS DOMAIN
DOMAIN III - LIFE CAREER PLANNING DOMAIN

COMPREHENSIVE CAREER GUIDANCE

COMPETENCY RATING SCALE

Classroom Profile

Teacher _____ Year _____ Date _____

Student's Name	DOMAIN I					DOMAIN II					DOMAIN III				
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